



Autumn Term Planning Year 1

Mary Seacole and Florence Nightingale How has nursing changed over time?

	Mary Seacole and Florence Nightingale How has nursing changed over time?			
	Geography	History	Art	Design Technology
Prior Learning/ Context		People and communities: Children talk about past and present events in their own lives and in the lives of family members.	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
New Learning inc NC aims and objectives	History term topic.	Look at the lives of Mary Seacole, Florence Nightingale and Mother Teresa. <ul style="list-style-type: none">The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.Changes within national life.	Making portraits. <ul style="list-style-type: none">Children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.Children will use a range of materials creatively to design and make productsChildren will use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationChildren will develop a wide range of art and design techniques in using	Making lamps. Design □ generate, develop, model and communicate their ideas through talking, drawing. Make □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria
Key Vocabulary		<ul style="list-style-type: none">Chronological orderSimilarities and differencesCompareNew, young, younger, youngest, old, older, oldest, years ago, before, after, long ago, modern, recent, similar, same, decade, century, period, timeline, calendar	<ul style="list-style-type: none">ColourPatternTextureLineShapeFormspace	<ul style="list-style-type: none">clayrollsculptscorejoinevaluate
	Computing	MFL	PSHCE	Music
Prior Learning/ Context	ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none">Basic greetings (my name is...)	Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	ELG Children sing songs, make music and dance, and experiment with ways of changing them
New Learning inc NC aims and objectives	A study of algorithms (understanding what they are and writing their own). <ul style="list-style-type: none">understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructionsrecognise common uses of information technology beyond school	A study of basic French vocabulary. <ul style="list-style-type: none">Learn basic phrases and greetingsBecome familiar with counting to ten	Follow PictureNews planning.	Hey You! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will Rhythm in the way we walk and the Banana Rap All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.

				listen and appraise other old school hip hop tunes.	
Key Vocabulary	Create Debug Algorithm Code Program instructions	Bonjour Merci Ca va? Ca vas tres bien		Pulse Beat Rhythm Appraise	
	English (Order of units may change based upon Teacher Assessment)				
Prior Learning/ Context	ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible		
New Learning inc NC aims and objectives	Stories with familiar setting (write character descriptions, setting descriptions and a story in a familiar setting). <ul style="list-style-type: none">writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: <ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence□ make simple additions, revisions and corrections to their own writingthe grammar for year 1 in English Appendix 2use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		Non-chronological report <ul style="list-style-type: none">writing for different purposeswriting about real eventswriting narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: <ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence□ make simple additions, revisions and corrections to their own writingthe grammar for year 1 in English Appendix 2use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		
Key Vocabulary	Letter, Capital Letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		Letter, Capital Letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		
	Science- Animals including humans				
Prior Learning/ Context	Pupils should be taught to: <ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.				
New Learning inc NC aims and objectives	Pupils should be taught to: <ul style="list-style-type: none">notice that animals, including humans, have offspring which grow into adultsfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				
Key Vocabulary	Common Animals: Fish, Amphibians, reptiles, birds, mammals. Omnivores: Meat and plants, Badger, Bear, Humans, Chickens. Carnivores: Meat eater. Senses: taste, smell, vision, touch and hearing.				
	Maths				
	We follow the Singapore Maths Curriculum from Year 1 onwards, all information including prior learning and key vocabulary is in the YR planning. Which is based on Number of the week.				
	Religious Education				
Prior Learning/ Context	ELG: People and Communities. Children will have developed a good understanding of different faiths and religions from around the world. They know about similarities and differences amongst families, communities and traditions.		ELG: People and Communities. Children will have developed a good understanding of different faiths and religions from around the world. They know about similarities and differences amongst families, communities and traditions.		
New Learning inc aims and objectives	The children will follow the Halton Agreed Syllabus for RE. Christianity God: Why do Christians say God is a ‘Father?’ God the Father prayer		The children will follow the Halton Agreed Syllabus for RE. Christianity Jesus: Why is Jesus special to Christians? The nativity story beliefs about Jesus as God incarnate Christmas		
Key Vocabulary	Religion, Christianity, God, Jesus, Parable, Faith, Belief, Worship, Symbols, Prayer, Lord's Prayer, Bible		Religion, Christianity, God, Jesus, Parable, Faith, Belief, Worship, Symbols, Prayer, Lord's Prayer, Bible, Son of God, Nazareth, Bethlehem, Journey, Celebration		
	Physical Education				
Prior Learning/ Context	<u>Moving and handling ELG</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space <u>Heath and self-care ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.		<u>Moving and handling ELG</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. <u>Heath and self-care ELG</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.		
New Learning inc NC aims and objectives	Gymnastics <ul style="list-style-type: none">Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Throwing and Catching <ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		

Key Vocabulary	Star, Tuck, Straight, Pike, Straddle, Dish, Arch, Front Support, Back Support			Pathways,Dodging, Control, Direction, Underarm, overarm, aiming, sending, receiving, bouncing.		
	Enrichment					
Subject/Focus						
Opportunity	Trip?	French food tasting session. KS1 French club.	See School Games timetable for the competitions entered	HPAN exhibition	KS1 Christmas performance	